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**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Burckhalter Elementary School

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Burckhalter Elementary School

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Burckhalter Elementary School



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2025-26 School Plan for Student Achievement (SPSA)

School: Burckhalter Elementary School
CDS Code: 1612596001689
Principal: Carin Geathers
Date of this revision: 4/13/2025

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: Carin Geathers	Position: Principal
Address: 3994 Burckhalter Avenue Oakland, CA 94605	Telephone: 510-729-7700 Email: carin.geathers@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/13/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site:

Burckhalter Elementary School

Site Number:

105

The School Site Council intends for this school to participate in the following programs:

☒ Title I Schoolwide Program

☐ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☒ Local Control Funding Formula Equity Multiplier

☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 4/13/2025

The public was alerted about the meeting(s) through one of the following:

☐ Flyers in students' home languages

☒ Announcement at a public meeting

☒ Other (notices, ParentSquare blasts, etc.)

Signatures:

Carin Geathers

Principal

Erich Butler

SSC Chairperson

SELLS Representative (optional)

Monica Thomas

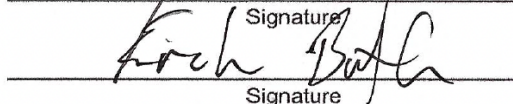
Network Superintendent

Lisa Spielman

Director, Strategic Resource Planning



Signature



Signature

Signature

Monica Thomas

Signature



Signature

4/24/25

Date

4/24/25

Date

Date

5/16/25

Date

5/16/2025

Date

2025-26 SPSA ENGAGEMENT TIMELINE

School Site: Burckhalter Elementary School

Site Number:

105

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
9/12/2024	SSC Elected Members	Elected members reviewed 24-25 School Plan for Student Accountability (SPSA)-discussed current year priorities, reviewed Title I and Title I Parent budgets
11/13/2024	ILT Members	Review of site plan and discuss the about teacher, leadership and organization goals and how they are align
12/15/2024	Staff	Review of site plan and discuss the about teacher, leadership and organization goals and how they are align
1/15/2025	SSC & CSSPP combined meeting	Overview of 2025-26 site plan
2/18/2025	Staff Meeting	Share with staff budgets, priorities and what that will look like for next year.
2/19/2025	SSC	Review 25-26 budget development session

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$64,010.01
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$877,671.23

Federal, State, and Local Funds

The School Site Council intends for this school to participate in the following programs:

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$62,280
Title I, Part A Parent & Family Engagement (#3010)	\$1,730
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$64,010

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$877,671.23

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$16,800
LCFF Equity Multiplier (#7399)	\$217,628
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$133,033
Community Schools Grant (CCSPP #6332)	\$225,000
Proposition 28 (Arts & Music in Schools #6770)	\$71,200
SUBTOTAL OF STATE & LOCAL FUNDING:	\$813,661

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT		
1A: ABOUT THE SCHOOL		
School Name: Burckhalter Elementary School		School ID: 105
CDS Code: 1612596001689	SSC Approval Date:	Board Approval Date:
School Mission and Vision		
<p>The mission of the Burckhalter Elementary School community is to create and maintain a learning environment that supports ALL students' needs and promotes their intellectual, interpersonal, and social growth. When we are successful, we equip our children to succeed in the dynamic, ever-changing world they live in. Based upon this mission and our continuous inquiry of our school's strengths and needs, we have developed the following THREE strategies that will guide Burckhalter Elementary School's site plan:</p> <p>STRATEGY 1: Burckhalter Elementary School will become an urban full service community school where EVERY CHILD, EVERY DAY gains the confidence to become a positive 'can do' learner and THRIVE while in residence.</p> <p>STRATEGY 2: Burckhalter Elementary School, in partnership with its children, families, community and Oakland Unified School District, guarantees each child an academically enriched education by providing rigorous instruction, integrating technology and the ARTS and challenging learning experiences.</p> <p>STRATEGY 3: Burckhalter Elementary School will strive to build and maintain a cooperative link between home, school, and community. Additionally, we will provide on site mental health services, exceptional before and after school child care and other support services for children and families to build an environment that values children.</p>		
Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)		
<p>Resource inequities include limited access to reliable technology including devices, unternet access and hotspots. In addition, several students are in transitional housing which severely impacts their ability to attend school frequently and maintain progress toward grade level standards. Teachers require professional development in implementation of rigorous, standards-baed instruction as well as in delivery of instruction in a virtual learning environment. To mitigate theses needs, Burckhalter staff will partner with outside agencies to provide access to resources to supprt families in need. In addition, staff will participate ongoing professional development to ensure all teachers, support ataff and afterschool staff are well trained in effective socio-emotional and academic best practices.</p>		

School Demographics, 2023-24								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
56.5%	50.0%	17.9%	3.8%	7.1%	20.7%	90.2%	14.1%	0.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
43.5%	5.4%	3.3%	0.5%	1.1%	0.0%	89.1%	4.9%	77.0%

1B: GOALS & IDENTIFIED NEEDS

LCAP Goal 1: All students graduate college, career, and community ready.

School Goal:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	30.4%	11.1%	not available until fall 2025	60.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	65.6%	60.0%	not available until fall 2025	80.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	68.8%	56.5%	not available until fall 2025	80.0%

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
*SBAC & CAST exclude 10% penalty, if applicable.					
SBAC ELA Distance from Standard Met	All Students	-55.9	-43.8	not available until fall 2025	-33.0

SBAC ELA Participation	All Students	95.5%	96.3%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	52.4%	72.4%	not available until fall 2025	75.0%
Mathematics/Science Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-80.9	-88.5	not available until fall 2025	-50.0
SBAC Math Participation	All Students	92.9%	92.9%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	8.6%	10.6%	not available until fall 2025	25.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	18.2%	9.1%	not available until fall 2025	25.0%
California Science Test (CAST) Participation	All Students	95.7%	94.3%	not available until fall 2025	95.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.	
School Goal:	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified School Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

Academic Measures & Targets for Focal Student Groups					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-73.6	-55.9	not available until fall 2025	-33.0
SBAC ELA Distance from Standard Met	Latino/a Students	-39.1	-40.3	not available until fall 2025	-33.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	75.0%	42.9%	not available until fall 2025	50.0%
SBAC Math Distance from Standard Met	Special Education Students	-122.6	-84.4	not available until fall 2025	-50.0
SBAC Math Distance from Standard Met	Latino/a Students	-90.6	-82.2	not available until fall 2025	-50.0
Reclassification Measures & Targets <i>*Reference Stages of ELD Data slides</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	5.0%	4.8%	not available until fall 2025	25.0%
LTEL Reclassification	Long-Term English Learners	0.0%		not available until fall 2025	25.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	
School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
Identified School Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	79.2%	77.8%	not available until fall 2025	85.0%
Out-of-School Suspensions	All Students	0.5%	0.0%	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	0.0%	0.0%	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	0.0%	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	72.0%	50.7%	not available until fall 2025	50.0%
Chronic Absenteeism	African American Students	69.8%	48.6%	not available until fall 2025	50.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal:	By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.				
Identified School Need:	Specifically: <ul style="list-style-type: none"> - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential. 				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	87.2%	88.2%	not available until fall 2025	90.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none">-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY-Decrease distance from standard SBAC ELA and Math	<p>1. 100% of kindergarten students have begun SIPPS instruction</p> <p>2. All K-2 classrooms and 3-5 grade students who are more than 2 grade levels below receive daily SIPPS instruction</p> <p>3. Fall iReady Diagnostic=19% Early On, Mid Above-Midyear 26% Early On, Mid Above</p> <p>4. 32 Targeted students receive 1:1 Ignite tutoring daily</p> <p>Summary: Students are making growth; decreased the % of students 2 or more grade levels below in reading by 5% (Fall=40%-Midyear=35%) out of red. All teachers implement OUSD adopted El Ed curriculum; Leadership Team (Principal, TSA's and EL Ed Coach) provide time for lesson planning ; CEA's are administered and analyzed and used for formative planning; A majority of our students are on track to meet their iReady Reading growth goal. We have intervention systems in place as well as students not getting pulled out of class during grade level instruction time.</p>
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none">- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY	<p>English Language Learners (ELL's) and Special Education (Students with IEP's) Subgroups are making incremental growth. English Language Learners (ELL's) iReady reading growth mirrors English Only (EO) student growth 27% Early On, Mid Above (Midyear)</p> <p>Structures in place for daily Integrated ELD; students are grouped (when possible) to support each other in classrooms; Small group instruction supports our targeted students. Strong partnership with SPED team. In Reading, SPED students grew: 9% (Green) BOY to MOY; 12% (from Yellow to Green) from BOY to MOY. In Math, 43% SPED students MET Annual Typical Growth (MOY) . In Math, 29% ELL's students MET Annual Typical Growth (MOY).</p>

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p>C.O.S.T. Team (Attendance Team) meets weekly (biweekly 2nd semester) and tracks data. Attendance goals are being met (Significant decrease in chronic absenteeism 23-24=(18%)- 24-25 (15%). Saturday school began in October for students with 5 or more absences. Tier 1 incentives include individual and classroom awards. Home visits, SARTs in place for students who need the extra support. There are fewer than 1% Suspension and Office Referrals have decreased.</p>
LCAP Goal 4:	<p>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>Administrative Team (Principal, TSA's and EL Ed Coach) meet biweekly to plan and implement weekly PD. Teachers have weekly coaching time. TK and Kindergarten teachers participate in New Teacher PD and have monthly coaching and push in classroom support. Extended contracts and stipends are set aside for leadership and professional learning opportunities for teachers. Teachers have weekly PD and PLC time and prep.</p>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp 	<p>(35%) all 1st-5th grade students are 2 or more grade levels below (iReady Reading-MOY) and (37%) all 1st-5th grade students are 2 or more grade levels below (iReady Math-MOY); Students continue to struggle with grade level concepts (Math) and reading impedes progress in math (word problems); Goal: Continue to support with reading comprehension. A small, persistent group of students continue to need Tier (2) reading support and there has been incremental but not significant improvement (23-24 to 24-25); Chronic absenteeism continues to hinder student progress; We need to continue to provide support in small groups and 1:1, we need continued family involvement and engagement.</p>
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY 	<p>Too few students in significant subgroups (ELL's and SPED) are on grade level. Students seem to be on track to meet their growth goals but not to be on grade level. Students with IEPs are doing worse this year than last on both iReady Reading and Math. Goal: Close/Eliminate gap between ELL's and EO students.</p>

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p><i>Goal: We want to meet attendance goals, and have progress, but many students are still chronically absent and/ or late.</i></p>
LCAP Goal 4:	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p><i>Balance of Ready PD and Math PD must be established and maintained; Pacing of reading and Math is uneven</i></p>

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Burckhalter Elementary School

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the **current** SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

LCAP Goal 1: All students graduate college, career, and community ready.

Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas.

CREW-SEL (Morning Meeting, Closing Circles) Staff ensures that students learn about themselves and each other through sharing their narratives, experiences and ideas in a supportive and inclusive classroom environment that honors all students' home languages, cultures, and ancestries. Teachers consistently meet and engage in backwards planning to internalize grade level content to make strategic decisions about student discourse opportunities that are high-level, collaborative, culturally and community responsive and allow students to engage in rigorous reading and writing tasks that develop students' critical thinking skills.

Enhanced Behavioral Outcomes: Engaged families play a pivotal role in shaping positive behavior in students. They provide the support and guidance needed for children to thrive socially and emotionally.

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

We utilized focal student data including (ELPAC, iReady diagnostic, Eureka math CEA's and EL Ed. Math CEA's) to ensure students have access to core curriculum and are engaged daily in rigorous tasks, oral discourse and productive struggle to build capacity to meet grade level standards. The leadership team helped create a site assessment calendar and developed structures and protocols`

to develop teacher understanding of assessment and data to increase teacher efficacy.

Leadership will provide regular observation and feedback focused on high quality implementation of SIPPS and student ownership

Leadership will meet with teachers and tutors to do data analysis of Mastery Tests and student development of instructional routines to determine instructional shifts.

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.

We were able to create strong systems and structures that supported families. Affinity Groups for specific subgroups (i.e. Arabic and Newcomer) were hosted by Community School Manager (CSM) and plan are to EXPAND to SPED families during 25-26. Families receive consistent communication from the schoolsite shared via ParentSquare Monthly Parent Newsletters which includes schoolwide events, important parent meetings (PTO, SSC) and opportunities to engage with teachers and other parents. We were also able to increase student engagement through student leadership structures Students elected 3rd, 4th and 5th grade representatives-Student Senate leaders) who attend PTO, SSC and CCSPP meetings. We have a thriving Parent Teacher Organization as well as a School Site Council (SSC) that meets monthly and is well informed about ALL students and their needs.

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

Improved Academic Performance:

Standards-Based Instruction (Rigorous Tasks Aligned to Focus Standards): We were able to implement consistent administration of pre and post assessments (EL Ed and Eureka Math 2.0) to identify focal standards and students. We were able to support teacher implementation of newly adopted core curriculum.

Language and Literacy (Complex Text-Based Writing & Discussion): We were able to implement EL Education in all classrooms and provide students access to complex text-based writing and discussion. In addition, we were able to increase student's access to culturally responsive texts and activities.

Conditions for Adult Professional Learning (Student-Centered Professional Learning Communities): We were able to implement weekly PLCs facilitated by teacher leaders.

Conditions for English Language Learners (Targeted Language Development for all Students): We implemented integrated ELD in some classrooms, including language dives, and Designated ELD for our newcomer students.

Describe and explain the **effectiveness** of the strategies and actions to achieve the articulated goals.

Overall effectiveness of SPSA strategies and actions has been effective: Teachers are provided protected time to collaborate, lesson plan and prep during weekly PLC's in both reading and math. 4th and 5th grade level teams collaborate weekly during the day. Both Reading and Math TSA's meet with grade level teams to facilitate data analysis and planning. Master schedule prioritizes CREW (Socioemotional-Morning Meetings-Closing Circles) and a SIPPS block. 1st and 2nd grade 1:1 Ignite tutoring groups are in classrooms to ensure all students have access and are attentive. 3rd-5th grade 1:1 Ignite tutoring occurs in the afternoon to ensure "late" students can access the foundational skills instruction that they need. Slow ramp up for 3rd-5th grade ALL Block (implementation is uneven). All components of ALL Block have begun this year in all upper grade classes. Students who have tested out of SIPPS practice fluency, reading comprehension and writing. Professional development has been strategically used to backwards plan, analyze data and support teacher learning of ELD strategies and best practices. SIPPS small groups implementation, focus on tier 1 instruction and ELD PD have been on target.

Describe any **changes** that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.

There will not be many changes for next year; all changes will be data informed. We will be deepening our practices named above.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure Code (this column will be hidden eventually)	Title I Expenditure (describe expenditure in column a)	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why? Specify evidence/indicators of success/effectiveness in implementing this activity/strategy. INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
6420 - Computers >\$5k	Purchase Smartboards, projectors to provide access to all students in classrooms	SBAC ELA Distance from Standard Met	Teachers (SDC, K, TSA) utilize the Interactive WhiteBoard (IWB) to ensure students, especially those with IEP's and ELL's have multiple access points to the adopted curriculum, increase student engagement and attention and give teachers a more efficient way to display student lesson, videos, and other educational resources.	Working, students participate in the classroom and use the IWB's fun, touch-based technology to learn. There are 12 students on the Autism Spectrum in general education classrooms. 6/12 or 50% of these students are currently reading below grade level and 9/12 or 75% of them are below grade level in mathematics. These students will benefit from the use of the Interactive Whiteboards daily.	Working, Continue-Teacher productivity is high and students are engaged...SIPPS, DIBELS and Attendance data show evidence of increased percentage of students meeting benchmarks.

4399 - Unallocated	Used to purchase materials for "Calming Corners" create nurturing environments	Student Connectedness to School	Created "Calming Corners" with soft pillows, bean bags, blankets, etc and provide a safe and quiet space for students to practice self-regulation and manage big emotions like anxiety or frustration.	Working, students in 10/10 or 100% of all classrooms used the "Calming Circle" as a place to self regulate...many use throughout the day and some ask for time rather than have teacher direct them to the "Calming Corner". The number of office referrals for the 23-24 school year was less than 7%. The goal for 24-25 school year is to reduce to less than 5%.	Working, Continue-Fewer than 3% of office referrals through January 24-25.
4420 - Computeres <\$5k	Purchase Smartboards, chromebook carts to update, replace old, nonworking computers and provide access to all students in classrooms	i-Ready Math at or above Mid-Grade	Purchased Chromebook carts to ensure all students can access online software, including iReady (K-5) as well as Sown to Grow ; older Chromebooks are no longer operational or fixable.	Working, 100% of all students general education TK-5th graders now have access to Chromebooks and iPads during the day, afterschool and those that ask are loaned computers for use.	Working, Continue (if the need is there). Higher use of online iReady Reading and Math program.
4310 - Materials and Supplies	Purchased supplemental materials (e.g. Explode the Code, Key to Fractions) and math manipulatives to increase the percentage of English Language Learners (ELLs) reclassified by 5th grade	ELL Reclassification	Early Literacy and Math tutors worked with small intervention groups of English Language Learners using purchased materials and supplies Goal: Reclassify 25% or more of ELLs	100% of all classrooms, including 4 SDC classrooms, have materials and supplies for all classrooms to safe, nurturing classroom environments.	Working, Continue. Based on this evaluation we will continue to purchase materials and supplies equitably to support student needs.
5838 - Fingerprinting for parent volunteers	Increase Parent Involvement (e.g. classroom room parents, overnight field trips)	Student Connectedness to School	Contracted with Oakland Education Fund to provide financial support for parents' fingerprinting costs to increase school-based family engagement and connectedness. Goal: Increase parent attendance at parent/teacher/student conferences, literacy nights, Saturday School Math Awareness sessions, and Girls, Inc., afterschool program showcases	Working, all students TK-5th graders all participate in at least (1) fieldtrip every year. There are 58/211 or 27% of all parents who are fingerprinted and cleared to be volunteers.	Working, Continue, Increased family involvement and engagement activities. Hosted 5 family activities including grade level meetings; math and reading literacy nights meet and greet focused on increased Arabic and Latino families. This is an increase of 70% from 23-24 to 24-25.

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School: Burckhalter Elementary School		SCHOOL ID:	105	
3: SCHOOL STRATEGIES & ACTIVITIES		Click here for guidance on SPSA practices		
LCAP Goal 1: All students graduate college, career, and community ready.				
School Goal:		By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp		
Identified Need:		Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	All new teachers attend foundational curriculum training and yearlong New Teacher PD offerings. Tenured teachers participate in training to refresh and update instructional practices (as needed or recommended).	All Students	Academic	Tier 1 - Universal
1-2	Leaders provide weekly protected time for backwards planning; Leaders and Instructional Leadership Team (ILT) will support the implementation of core curriculum and monitor curriculum pacing through weekly lesson planning, site based coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 - Universal
1-3	Leader provides weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Foundational Skill, Core Literacy, and D-ELD strands; Leader and teachers analyze student work/assessments/SIPPS data, and reflect on instruction as part of Plan-Do-Study-Act (PDSA) cycle.	African American Students	SEL / Mental Health	Tier 1 - Universal
1-4	Administrative Leadership Team (ALT), in collaboration with teachers, will develop school-wide aligned expectations and structures that create the conditions for student discourse. ALT focuses on continuous cycles of inquiry for strategies that facilitate opportunities for student discourse in all content areas.	All Students	Academic	Tier 1 - Universal

1-5	After Beginning of Year (BoY) assessment data is analyzed, students multiple years below, receive tiered supports (e.g. Early Literacy tutoring, 1:1 tutoring, accelerated small group instruction) and set and monitor progress towards i-Ready STRETCH Goals of at least 3-4 lessons per week as a 80% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	All Students	Academic	Tier 2 - Supplemental
1-6	Staff will ensure that students learn about themselves and each other through sharing their narratives, experiences and ideas in a supportive and inclusive classroom environment that honors all students' home languages, cultures, and ancestries. This time is designated daily as CREW.	All Students	Behavioral	Tier 1 - Universal
1-7	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	All Students	Academic/Behavioral	Tier 1 - Universal
1-8	All students participate in field work and enrichment activities to provide all TK-5th grade students with hands-on, real-world learning experiences to boost academic performance, and foster social-emotional development.	All Students	Academic/Behavioral	Tier 1 - Universal

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:		By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY		
Identified Need:		- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	ILT conducts a data dive at least 2x/year to evaluate instruction and ensure students are engaged in reading and discussing grade level texts of interest and writing tasks are meaningful	All Students	Academic	Tier 2 - Supplemental
2-2	Teachers will collect, analyze and utilize multiple measures to assess student progress, including IEPs, standardized assessments, curriculum-embedded assessments, informal assessments (checks for understanding, performance tasks, exit tickets, observational data), and culturally responsive measurements that focus on student wellness	All Students	Academic	Tier 1 - Universal

2-3	Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed.	All Students	Academic	Tier 1 - Universal
2-4	Leadership ensure Special Education staff utilize appropriate, evidence-based interventions at the dosage and intensity necessary to accelerate student growth, and that progress data toward established IEP goals are developed, shared, and analyzed at least trimesterly to inform educational decision-making.	All Students	Academic	Tier 1 - Universal
2-5	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled, Teachers will build strong relationships with families through ongoing 2-way communication and contact	Black Students	Behavioral	Tier 1 - Universal
2-6	Develop explicit Culturally Resonsive instructional strategies for Black students to ensure they have access to grade level texts, develop academic skills in small intervention groups, and have MULTIPLE opportunities to develop oral language fluency by participating in academic discourse.	Black Students	Academic	Tier 1 - Universal
2-7	Develop explicit strategies for ELLs using ELPAC, SIPPS, DIBELS, and SBAC assessment data; ELLs have MULTIPLE opportunities to develop oral language fluency by participating in academic discourse	English Language Learners (ELLs)	Academic	Tier 1 - Universal
2-8	Contract with the Oakland Public Education Fund who will act as Fiscal Sponsors (501c3) for Burckhalter's onsite Social Emotional Intervention Coach. The coach will provide push-in support to all students in grades 1st through 5th and small group support and classroom support to lead discussions about the core values of the school; support behavioral intervention in partnership with the community school manager to increase student attachment to peers, teachers and other school staff and student engagement in classrooms to increase positive school behaviors and academic achievement.	All Students	SEL/Mental Health	Tier 1-Universal

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.

School Goal:		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
Identified Need:		1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Staff will engage in CREW (EL Education's SocioEmotional Learning program) to their deepen knowledge of CREW's structure and culture; learning spaces are designed and organized focused on the needs of the students and are equipped with "Calming Corners" to ensure all students have a nurturing, empowering, positive and aligned school experience	All Students	Behavioral	Tier 1 - Universal
3-2	Leadership provides professional development for staff to develop relationship-building practices that empower families to be active advocates in their children's learning.	All Students	Behavioral	Tier 1 - Universal
3-3	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	All Students	Behavioral	Tier 1 - Universal
3-4	Girls, Inc. Afterschool Program provides a safe, extended day space for all enrolled students; students engage in enrichment opportunities that are self-selected; ASP staff provide accelerated literacy and daily homework support.	All Students	Behavioral	Tier 1 - Universal
3-5	Leadership will organize and provide support for interventions to address chronic absenteeism for students identified in our Special Education program.	Special Education Students	SEL / Mental Health	Tier 2 - Supplemental
3-6	Special Educators will develop Behavior Intervention Plans for each eligible student where behavior is impeding learning of self or others to a marked degree over four weeks or longer.	Special Education Students	SEL / Mental Health	Tier 2 - Supplemental
3-7	Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	All Students	SEL / Mental Health	Tier 1 - Universal
3-8	Leadership ensure all students have multiple opportunities to participate in enrichment activities to keep them engaged and connected to school, increase daily attendance and minimize behavioral referrals and suspensions.	All Students	SEL / Mental Health	Tier 1 - Universal

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal:		By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.		
Identified Need:		Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	All 1st year teachers to attend the summer New Teacher Institute and ongoing new teacher PD offerings on Wednesdays throughout the year. Monitor attendance.	All Students	Academic	Tier 1 - Universal
4-2	Administrative Leadership Team (ALT) conducts regular observation and gives timely feedback, particularly during the first 6 weeks of the school year with a focus on classroom organization (classrooms are neat, tidy all have "Calming Corner"), classroom culture and the implementation of CREW. ALT focuses on new teachers during learning walks. The ALT will prioritize PLC time which will lead into continued focused collaboration on Wednesdays to maximize adult learning and planning.	All Students	Academic	Tier 1 - Universal
4-3	All staff will engage in grade level and circuit level PLCs with clear outcomes, norms, and goals focused on staff development and student learning and growth.	All Students	Academic	Tier 1 - Universal
4-4	Coordinate New Teacher Support & Development to ensure that every teacher who is working on an emergency permit, intern credential, or preliminary credential is paired with the most qualified coach who will provide weekly, individualized coaching and support throughout the year.	All Students	Academic	Tier 1 - Universal
4-5	Teachers participate in relevant professional development, conferences and/or retreats.	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS		Instructions & resources		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Teachers are knowledgeable of the opportunity gap and have high expectations for Black students. Teachers progress monitor the learning of Black students towards meeting the learning target.	African American	Behavioral	Tier 1 - Universal
5-2	Teachers ensure Black students are engaging with rigorous math tasks and are deepening their understanding of mathematics through developing conceptual mathematics and reasoning skills identified in the learning target.	African American	Academic	Tier 1 - Universal
5-3	Classroom teachers, TSAs, Early Literacy Tutors and Volunteers use Culturally Resonsive instructional practices with Black students and actively incorporate their cultural experiences, perspectives, and knowledge into the learning process by: (1) leveraging their prior knowledge, (2) connecting learning to their communities, (3) utilizing relevant historical figures and narratives,(4) fostering a safe space for open dialogue, and(5) ensuring representation in curriculum materials while building strong relationships with students to create a sense of belonging in the classroom.	African American	Academic/Behavioral	Tier 1 - Universal
5-4	All staff will fully implement and utilize technology (software and hardware) to administer assessments, differentiate instruction, progress monitor grade level proficiency, and accelerate student achievement in literacy (e.g. iReady Reading and Math, curriculum embedded assessments (CEAs) for targeted student groups.	African American	Academic/Behavioral	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<u>Stages and Actions for ELD Implementation</u>		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Teachers ensure ELLs, including Newcomers, build their capacity to speak, read, and write in English and are provided protected time every day to become proficient (Designated ELD) and throughout the content areas (Integrated ELD); teachers use appropriate oral language, reading, and writing scaffolds to access Common Core curriculum and implement them into everyday classroom instruction (e.g. Charts, Graphic Organizers, etc.)	English Learner Students	Academic	Tier 1 - Universal
6-2	Establish time for designated ELD in daily schedule for all ELL students TK-5	English Learner Students	Academic	Tier 1 - Universal
6-3	Staff utilize high leverage Integrated ELD strategy focus: Visuals, academic discussion, Read-Think-Talk-Write Reading strategies, language scaffolds, learning how English works (i.e. language dives).			
6-4	All staff will fully implement and utilize technology (software and hardware) to administer assessments, differentiate instruction, progress monitor grade level proficiency, and accelerate student achievement in literacy (e.g. iReady Reading and Math, curriculum embedded assessments (CEAs) for targeted student groups.			

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 105
School: Burckhalter Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
ASES funds will be used to ensure enrolled TK-5 grade students have a safe learning environment including enhanced academic support for children, opportunities for enrich student-centered enrichment activities, and increased social interaction. They also provide a structured and safe environment, allowing parents to work or pursue other activities with peace of mind after the regular school day ends. ASES funds pay for the coordinators, program leaders, enrichment providers and supplies needed to support the programming and students.	\$108,033	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			Girls, Inc. Afterschool Program provides a safe, extended day space for all enrolled students; students engage in enrichment opportunities that are self-selected; ASP staff provide accelerated literacy and daily homework support.	105-1
ASES funds will be used to ensure enrolled TK-5 grade students have a safe learning environment including enhanced academic support for children, opportunities for enrich student-centered enrichment activities, and increased social interaction. They also provide a structured and safe environment, allowing parents to work or pursue other activities with peace of mind after the regular school day ends. ASES funds pay for the coordinators, program leaders, enrichment providers and supplies needed to support the programming and students.	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Girls, Inc. Afterschool Program provides a safe, extended day space for all enrolled students; students engage in enrichment opportunities that are self-selected; ASP staff provide accelerated literacy and daily homework support.	105-2
Arts & Music in Schools (VAPA) funds will fund an additional Arts focused staff person who will provide instruction in visual arts to help foster creativity, enhance cognitive abilities, improve social skills, and boost academic achievement for all TK-5th grade students especially for English Language Learners and African American students.	\$14,393	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	New Position 07	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.117645			Teachers ensure ELLs, including Newcomers, build their capacity to speak, read, and write in English and are provided protected time every day to become proficient (Designated ELD) and throughout the content areas (Integrated ELD); teachers use appropriate oral language, reading, and writing scaffolds to access Common Core curriculum and implement them into everyday classroom instruction (e.g. Charts, Graphic Organizers, etc.)	105-3

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 105

School: Burckhalter Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Arts & Music in Schools (VAPA) funds will fund an additional Arts focused staff person who will provide instruction in visual arts to help foster creativity, enhance cognitive abilities, improve social skills, and boost academic achievement for all TK-5th grade students especially for English Language Learners and African American students.	\$22,263	Arts & Music in Schools (Proposition 28)	5825	Consultants	n/a	n/a	n/a			Teachers are knowledgeable of the opportunity gap and have high expectations for Black students. Teachers progress monitor the learning of Black students towards meeting the learning target.	105-4
Arts & Music in Schools (VAPA) funds will fund an additional Arts focused staff person who will provide instruction in visual arts to help foster creativity, enhance cognitive abilities, improve social skills, and boost academic achievement for all TK-5th grade students especially for English Language Learners and African American students.	\$34,544	Arts & Music in Schools (Proposition 28) Carryover	1105	Certificated Teachers' Salaries	New Position 07	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.282355			Teachers will collect, analyze and utilize multiple measures to assess student progress, including IEPs, standardized assessments, curriculum-embedded assessments, informal assessments (checks for understanding, performance tasks, exit tickets, observational data), and culturally responsive measurements that focus on student wellness	105-5
Funds will pay for Teacher on Special Assignment (TSA) who will take on specialized duties outside the classroom specifically focused on providing support for specific programs (e.g. Eureka Math 2.0) and targeted student populations to accelerate learning for students who are not currently mastering grade level standards and/or those students who benefit from small group instruction to maintain standards mastery. The goal is to increase student attendance and overall academic performance. The teacher will also be involved in mentoring teachers especially new teachers and planning and providing professional development. Students and teachers will benefit from additional TSA on site.	\$15,432	California Community Schools Partnership Program	1119	Certificated Teachers on Special Assignment Salaries	New Position 06	10-Month Teacher on Special Assignment (TSA)	0.1			Teachers ensure Black students are engaging with rigorous math tasks and are deepening their understanding of mathematics through developing conceptual mathematics and reasoning skills identified in the learning target.	105-6

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 105

School: Burckhalter Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Funds will pay for an Early Literacy Tutor position who will assist Kindergarten-2nd grade students in developing foundational reading and writing skills. They will work with students individually or in small groups, using research-based strategies to improve skills like phonemic awareness, letter recognition, and word recognition. When students are readers and writers in early grades their academic outcomes improve. All K-2nd grade students and teachers will benefit from the additional support. Early Literacy Tutors often collaborate with teachers and other staff to track student progress and adjust instruction accordingly.	\$43,893	California Community Schools Partnership Program	2105	Classified Instructional Aide Salaries	New Position 04	Early Literacy Tutor	0.8			Teachers will collect, analyze and utilize multiple measures to assess student progress, including IEPs, standardized assessments, curriculum-embedded assessments, informal assessments (checks for understanding, performance tasks, exit tickets, observational data), and culturally responsive measurements that focus on student wellness	105-7
Funds will pay for the Community School Manager (CSM) position whose primary role will be to facilitate partnerships and integrating community resources to support student learning and development. The CSM will convene stakeholders, partners, and staff weekly in Coordination of Services Team (C.O.S.T) meetings to provide resources to support all TK-5th grade students with wrap around supports. Goal is to fostering collaboration between school staff, families, and community organizations that will improve student outcomes for students. All TK-5th grade students, their families and staff will benefit.	\$86,988	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 02	11-Month Community School Manager	0.5			Leadership will organize and provide support for interventions to address chronic absenteeism for students identified in our Special Education program.	105-8
Funds will be used to purchase books other than textbooks and be used in conjunction with the adopted core curriculum to enhance student learning, engagement, and deepen understanding of grade level standards and skills for all TK-5th grade students. These Books Other Than Textbooks aim to address individual learning needs, provide diverse learning experiences, and enrich the curriculum. All students, especially African American (Black) students will benefit from their targeted use and as a result of use student academic outcomes in core curricular areas will improve.	\$7,628	California Community Schools Partnership Program	4200	Books other than Textbooks	n/a	n/a	n/a			Teachers are knowledgeable of the opportunity gap and have high expectations for Black students. Teachers progress monitor the learning of Black students towards meeting the learning target.	105-9

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 105
School: Burckhalter Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Funds will purchase supplies to ensure all TK-5th grade students have learning environments and learning materials to meet their needs. Students outcomes will improve and all students will benefit because they will feel safe and are enveloped in nurturing learning environments.	\$11,183	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a			Staff will engage in CREW (EL Education's SocioEmotional Learning program) to their deepen knowledge of CREW's structure and culture; learning spaces are designed and organized focused on the needs of the students and are equipped with "Calming Corners" to ensure all students have a nurturing, empowering, positive and aligned school experience	105-10
Funds will be used to ensure staff attend targeted professional development to enhance their skills and knowledge, ultimately to improve student outcomes. Staff, especially teachers receive professional development and training ensuring teachers are well-equipped to implement research-based instructional practices.	\$5,135	California Community Schools Partnership Program	5200	Travel And Conferences	n/a	n/a	n/a			All new teachers attend foundational curriculum training and yearlong New Teacher PD offerings. Tenured teachers participate in training to refresh and update instructional practices (as needed or recommended).	105-11
Funds will be used to contract with the Oakland Public Education Fund who will act as Fiscal Sponsors (501c3) holding all fiduciary and legal responsibility for Burckhalter's newly developed onsite Social Emotional Intervention Coach. The coach will provide push-in support to all students in grades 1st through 5th and small group support and classroom support to lead discussions about the core values of the school; support behavioral intervention in partnership with the community school manager to increase student attachment to peers, teachers and other school staff and student engagement in classrooms to increase positive school behaviors and academic achievement.	\$50,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a			Leadership will organize and provide support for interventions to address chronic absenteeism for students identified in our Special Education program.	105-12
External Work Orders (i.e. Transportation Services) will be utilized to ensure all TK-5th grade students engage in field work and enrichment activities	\$4,741	California Community Schools Partnership Program	5826	External Work Order Services	n/a	n/a	n/a			All students participate in field work and enrichment activities to provide all TK-5th grade students with hands-on, real-world learning experiences to boost academic performance, and foster social-emotional development.	105-13

PROPOSED 2025-26 SCHOOL SITE BUDGET
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School: Burckhalter Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Expanded Learning Opportunities Program funds will be used to provide students with additional opportunities to learn and develop beyond the traditional school day. This extra time and support can significantly and positively impact a student's academic, social, emotional, and physical development, thus improving all enrolled TK-5th grade student outcomes. All enrolled TK-5th grade students and their families benefit.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Girls, Inc. Afterschool Program provides a safe, extended day space for all enrolled students; students engage in enrichment opportunities that are self-selected; ASP staff provide accelerated literacy and daily homework support.	105-14
Contract with Girls, Inc.to provide students with additional opportunities to learn and develop beyond the traditional school day. This extra time and support can significantly and positively impact a student's academic, social, emotional, and physical development, thus improving all enrolled TK-5th grade student outcomes. All enrolled TK-5th grade students and their families benefit.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Girls, Inc. Afterschool Program provides a safe, extended day space for all enrolled students; students engage in enrichment opportunities that are self-selected; ASP staff provide accelerated literacy and daily homework support.	105-15
FCFF Equity Multiplier funds will be used to fully fund EEIP (Physical Education) Prep teacher to ensure all TK-5th grade students participate in physical activity leading to improved health and well-being.	\$74,671	LCFF Equity Multiplier	1105	Certificated Teachers' Salaries	205	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.5			All students participate in field work and enrichment activities to provide all TK-5th grade students with hands-on, real-world learning experiences to boost academic performance, and foster social-emotional development.	105-16
Funds will pay for Teacher on Special Assignment (TSA) who will take on specialized duties outside the classroom specifically focused on providing support for specific programs (e.g. Eureka Math 2.0) and targeted student populations to accelerate learning for students who are not currently mastering grade level standards and/or those students who benefit from small group instruction to maintain standards mastery. The goal is to increase student attendance and overall academic performance. The teacher will also be involved in mentoring teachers especially new teachers and planning and providing professional development. Students and teachers will benefit from additional TSA on site.	\$138,891	LCFF Equity Multiplier	1119	Certificated Teachers on Special Assignment Salaries	New Position 06	10-Month Teacher on Special Assignment (TSA)	0.9			Teachers will collect, analyze and utilize multiple measures to assess student progress, including IEPs, standardized assessments, curriculum-embedded assessments, informal assessments (checks for understanding, performance tasks, exit tickets, observational data), and culturally responsive measurements that focus on student wellness	105-17

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 105
School: Burckhalter Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
LCFF funds will be used to fund extra work outside to school hours teachers for specific areas (e.g. Instructional Learnership Team meetings) to invest more time and energy in those areas, potentially leading to better student performance.	\$4,066	LCFF Equity Multiplier	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			ILT conducts a data dive at least 2x/year to evaluate instruction and ensure students are engaged in reading and discussing grade level texts of interest and writing tasks are meaningful	105-18
Funds will be used to purchase books other than textbooks and be used in conjunction with the adopted core curriculum to enhance student learning, engagement, and deepen understanding of grade level standards and skills for all TK-5th grade students. These Books Other Than Textbooks aim to address individual learning needs, provide diverse learning experiences, and enrich the curriculum. All students, especially African American (Black) students will benefit from their targeted use and as a result of use student academic outcomes in core curricular areas will improve.	\$7,800	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a			Teachers are knowledgeable of the opportunity gap and have high expectations for Black students. Teachers progress monitor the learning of Black students towards meeting the learning target.	105-19
External Work Orders (i.e. Transportation Services) will be utilized to ensure all TK-5th grade students engage in field work and enrichment activities	\$9,000	LCFF Supplemental	5826	External Work Order Services	n/a	n/a	n/a			All students participate in field work and enrichment activities to provide all TK-5th grade students with hands-on, real-world learning experiences to boost academic performance, and foster social-emotional development.	105-20
Funds will be used to cover the cost of fingerprinting for parents and encourage Family Engagement which is crucial for student success because it creates a supportive environment, fosters consistency between home and school, and improves student outcomes. When families are actively involved in their children's education, it leads to enhanced academic performance, improved attendance, and better social-emotional development	\$1,730	Title I, Part A Parent & Family Engagement	5838	Fingerprinting	n/a	n/a	n/a		Student Connectedness to School	Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	105-21

[illegible]



Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Burckhalter Elementary School

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program *Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.*

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

■ Offering parent education and support, asking parents how to be more inclusive of all families and developing and implementing successful strategies for improvement Progress is monitored and resources are adjusted as needed

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by: ■

Offering a parent education curriculum that prepares them to partner with the school
Convening regular COST Meeting and Case Management to monitor the progress of underperforming students whose parents have been involved in parent education programming

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers *Families and school staff engage in regular, two-way, meaningful communication about student learning.*

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved. ■
School produces a monthly newsletter with up-to-date information about the school, special events, organizations, meetings, and parenting tips; Teachers and administrators regularly use email and/or the school website to communicate with parents; Principal is present at PTA/ELAC/SSC meetings information about student achievement and to

encourage partnership between home and school; Consistent messaging to parents that they are welcomed in the classroom. Include procedures for classroom visits in newsletters, flyers, auto-dial, and at all meetings throughout the school year.

The school communicates to families about the school's Title I, Part A programs by: ■ School produces a monthly newsletter with up-to-date information about the school, special events, organizations, meetings, and parenting tips; Teachers and administrators regularly use email and/or the school website to communicate with parents; Principal is present at PTA/ELAC/SSC meetings information about student achievement and to encourage partnership between home and school

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Convening midtrimester, trimester and semester parent meetings to discuss student progress; teachers distribute progress reports and develop and monitor individualized student plans.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- School produces a monthly newsletter with up-to-date information about the school, special events, organizations, meetings, and parenting tips in student's home language

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Consistently messaging parents that they are welcomed in the classroom; parents understand procedures for classroom visits in newsletters, flyers, auto-dial, and at all meetings throughout the school year.
- Our full-time Parent Liaison coordinates all outreach, communication, and engagement efforts.
- We hold School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings (when necessary).
- We build our parents' capacity around the academic standards and results through workshops and community events such as Parent Literacy Nights, Family Reading Night and Academic Awards Ceremonies.
- We promote parents-teacher partnership by holding academic conferences after the first two trimesters.
- We also promote family health through our weekly Fresh Fruit and Vegetables and our school-wide Wellness program and through health education by our Nurse. ■ Finally, we provide our parents many ways to get support for our school through our Parent Volunteer

program.

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Folders with student work are sent home weekly for parent review and comment. Parents are regularly informed of how to support learning at home.
- School staff and teachers build the capacity of families to support what their students are learning at home through modeling instruction strategies and inviting their participation in classroom learning. Teachers regularly suggest activities that parents can do at home to support their student's learning that are tailored to the student's specific needs and goals. There is follow-up and feedback.
- Parents receive academic progress reports monthly or as requested. Parents are regularly informed of how to support learning at home.
- Regular written and face-to-face communication with families of students having academic or behavior problems. Parents are personally connected to supports available. There is follow-up to evaluate growth.
- Formal conferences with every parent/caregiver at least twice a year. Meetings include the support staff that provides services for the child.
- For middle and high schools, programs and/or information are proactively available to and are used by families to help them make good decisions about their child's academic and career paths.
- Parents/families are trained to identify their children's academic improvement areas based on CCSS/SBAC scores, benchmark assessments, tests, report card grades, etc. Parents are given strategies to support their student's academic performance at home.
- Parents/families are informed regarding English, Math, Social Studies, and Science grade level curriculum to support their children. School offers specific strategies needed to improve reading success.
- School provides opportunities for parents/families to learn about college, careers, and post-secondary plans available to their children

OUSD Family Engagement Standard 5: Shared Power and Decision Making *Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.*

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Refers to Single Plan for Student Achievement (SPSA) plan throughout the year to ensure that all family engagement activities are tied to its implementation.
- Parent representatives, that represent the school and community, are on the school site council, improvement team, or other committees with decision-making power and/or influence. The decisions made by these bodies represent the views and needs of all families.
- Maintains trained parent leaders for committees from diverse racial, ethnic, socio-economic, and other groups in the school.
- Sets clear and measurable goals for the FRC that are aligned with the school wide vision and goals and evaluates the family engagement program on a regular basis to inform program improvement.
- School has a diverse family engagement and leadership team that leads family engagement strategies at the school site.
- Involves parents in organized, ongoing, and timely ways in the planning and improvement of school programs
- Has an active, parent organization that represents diverse racial, ethnic, socio-economic, and other groups in the school, that monitors parent rights and responsibilities

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by: ■

Establishing School Site Council and recruiting and parents electing parent representatives to meet and provide input (Monthly)

- We hold School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings (when necessary)
- Our full-time Parent Liaison coordinates all outreach, communication, and engagement efforts
- We build our parents' capacity around the academic standards and results through workshops and community events such as Parent Literacy Nights, Family Reading Night and Academic Awards Ceremonies
- We promote parents-teacher partnership by holding academic conferences after the first two trimesters
- We also promote family health through our weekly Fresh Fruit and Vegetables and our school-wide Wellness program and through health education by our Nurse. ■ Finally, we provide our parents many ways to get support for our school through our Parent Volunteer program

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Establishing School Site Council and recruiting and parents electing parent representatives to meet and provide input (Monthly)
- We hold School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings (when necessary)

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by: ■

School provides a "one-stop shop" at the school for family services through partnerships of school, counseling, health, recreation, job training and other agencies by providing a dedicated space for a Family Resource Center that operates during extended hours.

- School determines families' needs and preferences for additional programs or services they need to support their children's achievement from data collected from at least 50% of the school's families. Families play a role in developing delivering programs and services.
- The school knows what resources and assets exist in the community. The school partners with community based organizations in ways that are directly aligned to the school's goals.
- School works with local businesses, industries, parks, museums, and other organizations on programs to enhance student skills, learning and offer after school programs for students

The school provides support for parent and family engagement activities requested by parents by:

- School provides a "one-stop shop" at the school for family services through partnerships of school, counseling, health, recreation, job training and other agencies by providing a dedicated space for a Family Resource Center that operates during extended hours.
- School determines families' needs and preferences for additional programs or services they need to support their children's achievement from data collected from at least 50% of the school's families. Families play a role in developing and delivering programs and services.
- The school knows what resources and assets exist in the community. The school partners with community based organizations in ways that are directly aligned to the school's goals.
- School works with local businesses, industries, parks, museums, and other organizations on programs to enhance student skills, learning and offer after school programs for

students

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- School provides a “one-stop shop” at the school for family services through partnerships of school, counseling, health, recreation, job training and other agencies by providing a dedicated space for a Family Resource Center that operates during extended hours.
- School determines families’ needs and preferences for additional programs or services they need to support their children’s achievement from data collected from at least 50% of the school’s families. Families play a role in developing delivering programs and services.
- The school knows what resources and assets exist in the community. The school partners with community based organizations in ways that are directly aligned to the school’s goals.
- School works with local businesses, industries, parks, museums, and other organizations on programs to enhance student skills, learning and offer after school programs for students

If a Title I SchoolWide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

Adoption

This policy was updated on Tuesday, August 27, at the Title I meeting. The policy will be distributed to Burckhalter families via ParentSquare School in the September Fall 2024 Parent Newsletter and will be in effect for the period August 27, 2024 through May 29, 2025.

Name of Principal
Carin Geathers

Signature of Principal
Carin Geathers

Date
August 27, 2024
[24-25 Home-School Compact](#)



School-Parent Compact Burckhalter Elementary School 2024-2025

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2024-25 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

*All teachers will utilize the district adopted **Common Core** curriculum and implement effective instructional strategies that will ensure that all students are successful in their grade level. All teachers will teach towards the grade level standards and provide differentiated instruction so that all students have equal access to actively participating in the classroom.*

- 2) Calendar and host parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

During the conference, the teacher will discuss the individual child's academic and social achievement. Parents and/or teachers can request additional conferences based upon student needs.

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

Formal report cards are provided (3) times during the academic school year. Each parent will receive a progress report prior to the end of the 1st report card period. On other occasions, teachers keep parents informed about their

child's progress either by one-on-one meetings, phone calls, texts and/ or written notes.

4) Provide parents reasonable access to staff.

Teachers are available to speak with parents either before school, after school or by appointment. Teachers may, but are not required to provide an email address and/or personal phone number to parents.

5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Parents are encouraged to volunteer, participate and observe in the classroom. Parents may make arrangements with the teacher. Parents need to have a T.B. test if they plan to volunteer in the classroom for an extended period of time. Parents must sign-in in the main office before entering the classroom as part of the education code.

6) Provide parents with materials and training to help them improve the academic achievement of their children.

Parents receive digital newsletters and other academic resources via ParentSquare to support students' academic progress outside of school. In addition, parents receive information regarding software programs students can access at home. School provides information about workshops, events, and family nights that support understanding of resources and programs, school communicates with parents and families via ParentSquare robocalls, emails and text messages about resources and materials for students, school posts information about our school programs and resources on our school Website, parents receive information during parent conferences and meetings.

7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.

Staff understands the importance of including parent and family members through regular participation in Professional Development, Staff Meetings and/or Coaching.

8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

At Burckhalter Elementary School all materials that are distributed relating to school and parent programs, meetings, and all other activities are translated into

Spanish, Chinese, Vietnamese and other languages so that ALL families are able to access the information. All materials are distributed in a variety of ways: hard/paper copies, email distribution, phone calls and text messages via ParentSquare.

Teacher Responsibilities

We, as teachers at Burckhalter Elementary School, will support student's learning in the following ways:

- *Communicate clear expectations for performance to both students and parents.*
- *Strive to address the individual needs of the student*
- *Provide a safe, positive and healthy learning environment*

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Sign in at the main office for ALL school visits;*
- *Follow ALL Burckhalter Elementary School rules to ensure safety for all community members;*
- *Bring my child to school on time;*
- *Attend school meetings (e.g. PTO, dad's Club, SSC, Title I , etc.);*
- *Make sure my child does his/her homework;*
- *Read/listen to ALL school-wide communications (e.g. school calendars, monthly newsletters, "robo"calls, texts, etc.,)*
- *Check my child's homework everyday;*
- *Keep in touch with the teacher;*
- *Talk to my child at home about school;*
- *Make sure my child eats well;*
- *Pick-up my child from school on time;*
- *Limit "non-educational" computer screen time*
- *Check and clean my child's backpack regularly and,*
- *Work to keep other parents informed about important school-wide important events by helping to create a better communication system between classroom-school-home (for example, becoming a room parent; creating and participating in the phone tree)*

Parent Signature _____

Student Responsibilities

We, as students at Burckhalter Elementary School, will share the responsibility to improve our academic achievement and meet the State of California's academic standards. We will:

- *Get to school on time every day.*
- *Follow all Burckhalter rules and norms;*
- *Respect my school, classmates, staff, community members, and family at all times;*
- *Do my homework every day;*
- *Ask for help when I need it;*
- *Read for at least 15 minutes every day, outside of school (Kindergarten, 1st and 2nd grade students)*

- *Read for at least 20 minutes every day, outside of school (3rd, 4th and 5th grade students)*

Student Name _____

The school will distribute the School-Parent Compact to all parents and family members of students participating in the Title I, Part A program on or before September 4, 2024.

Signature of Principal

Dr. Carin Geathers

Tuesday, August 27, 2024



BURCKHALTER ELEMENTARY SCHOOL

School Site Council Membership Roster

2024-2025

SSC - Officers

Chairperson:	Erich Butler
Vice Chairperson:	Lisa Gedigian
Secretary:	Carin Geathers

SSC - Members (Mark with a check the peer group that each member represents. Mark only one for each member.)

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Carin Geathers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Patricia Franklin*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Fatou Seck*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Aleta Sewell*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Erich Butler	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Semuteh Freeman (SELLS Representative)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Lisa Gedigian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Jeff Knoeck	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Lindsay Schneider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Te'Hara Wade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st

SSC Meeting Schedule:
(Day/Month/Time)

2nd Wednesday/Month @ 6PM

SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
- Parents/community members cannot be OUSD employees at the site.

